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ABSTRACT

The Salem-Steelville-Potosi Consortium, located in rural, southeastern Missouri, began its involvement with Contract Vocational Education (CVE) in 1979 and after 15 semesters, 234 contracts had been negotiated with 193 students and over 100 businesses. A prior dropout study had shown the schools that most of their dropouts had limited career aspirations and needed vocational awareness and training. Faced with the usual major impediments to expanding vocational programs in smaller rural schools, the consortium turned to CVE, a program in which local businesspersons contract with schools and families to provide students with specific occupational training at business sites. The training is based on predetermined, competency-based, and individualized performance criteria. Community Occupational and Training Counselors provide low aspiration juniors with competency-based career counseling so that they are eligible for CVE training placement during their senior year. A recent follow-up study showed that of 239 graduated participants, only 18 were unemployed (a rate roughly one-sixth that of their age peers who had not participated in CVE). Following the history of CVE and how it operates, unique aspects and advantages of CVE are listed. The benefits of community-school interaction and consortium arrangements are discussed. Guidelines are provided on adopting the CVE concept. Twelve appendixes contain examples of contract, agreement, survey, and assessment forms. (BRR)

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CONTRACT VOCATIONAL EDUCATION: THE MISSOURI MODEL

by

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CONTRACT VOCATIONAL EDUCATION: THE MISSOURI MODEL

THE SETTING

If Missouri can be thought of as a microcosm of the U.S. with its delta cotton farming in the Bootheel, its dairies and pecans of the southwest, its Ozark Hills, its corn and wheat of the north, its wood products and charcoal industry, and its two major metropolitan areas looking east (St. Louis) and west (Kansas City)--then it should come as no surprise that the state embodies an area reminiscent of Appalachia as well. In the southeast central portion of the state, some 60-120 miles from St. Louis, lies an area of three continguous counties, Washington, Crawford and Dent, an area of hauntingly beautiful float streams and wooded bluffs, back country logging trails, lead mines, tiff mills and poverty.

Small but growing county seat towns offer a significant contrast to the open countryside. While economically marginal, the communities have attracted a growing population, sharing in the more widespread reverse migration of the last few years from urban to rural. The stream of migration out of the communities, which was so evident in the past, has greatly subsided, save the temporary exodus by many of its young to colleges and universities. But often isolated socially and culturally, as well as geographically, from the communities in which their schools are located, the out-county students comprise between 80-90% of the student bodies.

While divergent in many respects, the three-county area shared some very basic problems, like extremely high dropout rates in its secondary schools, an isolated "out-county" population, and a growing alienation from school. When the consortium of the three schools first formed in 1974 with the assistance of the Office of Rural Development at the University of Missouri, they did so with the intention of researching their "dropout problem". That personal interview study of 270 randomly selected young people having dropped out over the previous ten years and still residing in the three-county area served as the basis for several subsequent programmatic efforts by the schools, first aimed at meeting the immediate educational, occupational and vocational needs of those who had already dropped out and later directed toward increasing the holding power of the school through attempting to increase the relevancy of schooling to its target population.

Much was learned from the original dropout study, which still serves as the impetus for continued efforts directed toward the limited aspiration student with no plans for post-secondary education. By broadening the target population beyond "those in most imminent danger of dropping out", it is believed that the category of "imminent dropout" could be greatly reduced through appropriate programmatic efforts and where still existent, be limited to those few making an informed, rational decision to quit school.

But perhaps the most illustrative lesson learned from the dropout study was the impressions of just who the dropout was. The conventional wisdom supported by the administrators' schooling and

selective perceptions led them to characterize the "typical" dropout prior to the study as an academically poor student, most often male, who was a discipline problem, coming from a broken home with parents who did not care about education and who received some form of public assistance. What was in fact learned from the research study was that half of those who dropped out were male, half female; the grades of those dropouts in the random sample followed a normal curve; 77% lived in intact nuclear families with both natural parents present. Of the 22% whose families received some form of government income while in high school, only half (11% of the total) received any form of public assistance. Sixty-nine percent (69%) had never been suspended or expelled from school prior to dropping out, a practice then routinely used in cases of pregnancy or failure to observe dress and hair codes. Only 7% of the parents supported the student's decision to leave school.1

The answer to the seemingly great disparity between the picture of the dropout painted by the administrators and counselors and that which was found in the research study, was explained very easily by another important finding--64% of those who dropped out of school talked to no one about it prior to leaving. In other words, the dropouts with whom the administrators and counselors came into contact WERE those who were flunking out of school or who were indeed discipline problems. Those they didn't see--the majority--were those who failed to come back after Christmas, who didn't return to school in the fall, or who just failed to show up one day and were not heard from again--the silent majority.

Using Washington County as a case in point, one can quickly achieve an understanding of some of the area's more basic economic problems. Its median household income at $11,421 is $4160 less than that for the state as a whole while its median family income at $13,465 similarly falls $5319 short of the state equivalent. It ranks 106th among the state's 114 counties in per capita personal income at $5083. Twenty-five (25) percent of total personal income results from transfer payments, (e.g., public assistance, social security, retirement, etc.), more than ten percentage points above that of Missouri as a whole. Nearly two-thirds of those employed work outside the county, compared to 10.7% for all counties as an aggregate. Surpassing even inner city St. Louis, unemployment in Washington County has been the highest of any Missouri county rising to over 30% during some months of 1982. Likewise its high school and junior high dropout rate surpassed all other counties in the state, trailing only St. Louis City.2

What the statistics show are evident; what is not so evident are the cultural characteristics which play a part in the way in which education is viewed, how it is supported on the local level and the degree to which there is or is not adamant parental support for the educational system. Washington County is comprised of a centrally located county seat town of 2500 people with more than a dozen little outlying communities with populations of from 10 to 400 people each. Most of the communities at one time had their own school, however only two high schools currently serve the county's young. The Potosi high school districts, serving the greater majority of the county, includes all but a small area in the southeastern corner. With some 160 square

miles in its own district, Potosi receives approximately 300 secondary students from outlying elementary districts. With more than 95% of its 875 secondary students bussed (some as long as 3 hours each day in spite of a very efficient transportation system), the incentive to graduate from high school lessens. Coupled with the unemployment rates of the last several years, the low percentage of graduates going on to college, and the perceived irrelevance of "education" on the part of many students, an effort began in 1979 to meet the vocational training needs of a large, previously unserved segment of the student body.

THE NEED

After three years' experience in working intensively with the limited aspiration student both in and out of school and again reflecting upon the findings of the dropout study, it became obvious that while vocational training was sought by an increasingly large percentage of the student bodies, there existed a number of major impediments to expanded vocational programs in smaller rural schools:

(1) Rural Missouri has benefited from the Area Vocational Schools located around the state, however, benefits are often offset by problems of access. Until the recent decline in AVS enrollment, most non-host districts were limited both in the number of students they could send and in the skill areas in which the students were trained. As AVS enrollments decline with the precipitous increase in tuition fees, sending districts are forced to either further limit the number of students sent or reallocate money in an already austere budget. Furthermore, there are between 35 and 40 rural high school districts in Missouri which have no active affiliation with an AVS.

(2) Many rural districts simply cannot afford in-school vocational training programs. Vocational training is expensive both in terms of capital outlay (equipment, facilities, etc.) and in the competition for certificated teaching personnel.

(3) Yet another problem for rural communities is that with few exceptions if students are trained in sufficient numbers in any particular skill in order to make it economically feasible to offer such training, an oversupply of that skill in terms of the local labor market is quickly produced. Graduates of such courses are then either confronted with not using their acquired skill or of moving to a larger labor market. As increasing numbers of rural young adults are rejecting migration as a solution, their compromise is to commute longer distances to larger labor markets, a less acceptable choice as energy costs continue to rise.

The unique opportunity to relate the diverse but micro labor markets of many rural areas to the students whose vocational training needs are not being met in traditional ways has lent itself to the successful development of Contract Vocational Education.

WHAT IS CONTRACT VOCATIONAL EDUCATION?

Contract Vocational Education is a program in which local businesspersons contract with the school and the family to provide the student with specific occupational training at the business site based on predetermined, competency-based, and individualized performance criteria. The businessperson is compensated as an instructor rather than the student being paid as a trainee. The contracting businesspersons provide individual students with skills marketable within--as well as outside--the community at a reasonable cost to the district with academic credit being awarded the student upon successful completion of the program.

HISTORY OF CVE

CVE began as one of four components of a Rural Student Employability Project first funded by the Department of Labor through a subcontractor--Youthwork, Inc.--in 1979. More than 500 proposals were submitted to Youthwork as creative and innovative efforts to deal with rising youth unemployment. The Salem-Steelville-Potosi consortium was one of forty-seven projects to be funded across the United States.

The four components of the Rural Student Employability Project were:

(1) Teacher In-Service Training
A two-semester class and practicum was designed by the University of Missouri College of Education especially for the Salem-Steelville-Potosi consortium. Sixty teachers across the three districts enrolled for credit during the 1979-80 school year in the course, entitled "Career Development for Rural Youth with Limited Aspirations (G360)".

(2) Community Occupational and Training Counselor (COTC)
Begun in 1975 under a 3-year grant from the Office of Career Education (MO DESE), the purpose of the COTC was "to establish a demonstration program combining school, community, and family resources to achieve more effective and locally relevant career education programs, occupational and vocational counseling, and educational experiences for students of limited aspirations."

(3) Student-operated Job Information and Career Center
A career information center in each of the three schools was specially designed to serve the non-college-bound. The Centers, set up in 1979, are supervised by the COTC with students serving as Career Aides assisting other students in the research of career materials.

(4) Contract Vocational Education (CVE)
In an effort to meet the occupational training needs of the large number of students having no plans for post-secondary education in the three districts, CVE was initiated in 1979 in the Salem, Missouri R-80 school district and Potosi, Missouri R-III school district. In 1981 it was initiated in the Steelville, Missouri R-III

district. It's purpose was to provide an affordable means of occupational training to students while in high school in order to provide the growing number of non-post-secondary-bound students with a marketable skill upon graduation.

A recent addition to the Rural Student Employability project is the Competency-Based Career Counseling Curriculum (see appendix) which has been developed by and implemented in each of the three schools. Used by the COTC's in their counseling with target students, the curriculum focuses on career knowledge and decision-making, formation of occupational aspirations, and employability skill training.

Funding for the Rural Student Employability Project--since its original affiliation with Department of Labor--has come from the CETA Youth Employment and Training Program (YETP) first directly administered through the Missouri Department of Manpower Planning and more recently through the Manpower Training Section of the Department of Elementary and Secondary Education. As of October 1, 1983 funding is being provided by the Job Training Partnership Act, through the local Private Industry Council.

HOW CVE OPERATES

CVE involves school personnel in seeking out local businesspersons to participate in an occupational training contract between the businessperson, the student, his/her family, and the school. The occupational aspirations of students are carefully matched with the appropriate local businessperson (with the assistance of the Community Occupational and Training Counselor (COTC) employed by each school) and a competency-based contract is negotiated in which the occupation is broken down into any number of skill components. Each skill component is linked with one or more performance objectives and level of proficiency required in it for entry-level employment. Unlike traditional COE or work experience programs, CVE students do NOT become employees of the businessperson, but rather the relationship is explicitly one of training, with the businessperson/instructor compensated at an agreed rate for his/her time, skill and equipment. The student receives academic credit toward graduation for the training, but is not paid. An additional important distinction from existing COE and work experience programs is that the contract includes a specification of level of proficiency to be attained by the student. The contracts do not specify teaching method--that is left to the discretion of the instructor. The focus, therefore, is on the acquisition of skills rather than the fulfillment of a specific number of training hours. Students are scheduled as their academic classes permit, with three hours per day being the usual length of time allotted to CVE.

In order to comply with a "State Plan for Vocational Education" the Missouri Department of Elementary and Secondary Education has recently required that a classroom component be added. The Community Occupational and Training Counselors (COTC) have adapted the Competency-Based Career Counseling Curriculum to a classroom

setting which all students simultaneously enrolled in CVE are required to attend. The class meets two periods per week during the regularly scheduled training time.

The Community Occupational and Training Counselors have assumed the role of Training Site Supervisors, which entails regular monitoring of the contract, site visitation, monitoring of attendance, and evaluation (along with the instructor) of skill proficiency attainment.

Upon completion of the training contract (see appendix) each student, having reached an acceptable level of proficiency in the occupation in which trained, receives a "Certificate of Skill Proficiency" (see appendix) which rates the student on each skill component of the occupation. This allows students to show prospective employers exactly what skill he/she possesses with what level of proficiency. And with the signature of a local businessperson in hand as verification of skill attainment, it is believed that students upon graduation are in a somewhat better position for realizing their occupational goals.

As the average cost per contract has continually decreased since the program began, it is clear that community involvement is not predicated on the amount of compensation paid. However, it is believed that the instructor-student relationship is better understood and carried out by both parties when there is some amount of compensation paid the instructor. Indeed the community-based instructor then clearly understands the differing roles of employer and teacher and responds accordingly.

STUDENT SELECTION

Those students with limited aspirations having no plans for post-secondary education are the target group to whom this program is directed. Because of CETA, and now, JTPA funding, we restrict all paid contracts, e.g, those contracts for which the instructor receives a training fee, to JTPA income-eligible participants. (See appendix for income criteria.) A limited number of students not meeting JTPA income standards or refusing to disclose their income may become program participants at the discretion of the counselor, however, the instructor cannot receive payment for his/her services from JTPA funds. All other elements of the program remain intact for income-ineligible students.

Upon entry into their Junior year those students unable to identify any aspirations or who are not planning post-secondary education become clients of the Community Occupational and Training Counselor. Through the competency-based career counseling curriculum, target students are brought up to the point of being able to aspire to an occupation. At that point the student is eligible for participation in Contract Vocational Education (CVE). Placement in a CVE training position can occur either semester of the Serior year.

ACADEMIC CREDIT

Credit is awarded on the basis of 1 unit per semester for contracted vocational instruction. While the number of instruction hours may vary by contract or with differential attainment of performance objectives, contracts are initially set up on a semester basis. Number of hours spent in training average between 270 and 320 per contract.

Maximum number of credits which can be earned is two for those students which receive extended contracts, e.g., are enrolled both semesters of their Senior year.

Credit for CVE is reported as an elective credit.

The activity has been categorized and is reported as a "Career Exploration Project" on Department of Education reports.

SUPERVISION

Supervision of all CVE students, regardless of whether it is a paid or non-paid contract, is provided by the Training Site Supervisor, a faculty member of the school, who visits the student and instructor at the training site on a regular schedule--a minimum of once per month--and assesses the students' progress toward the agreed level of proficiency in each individual skill. A "Skill Competency Assessment Form" (see appendix) is completed by the CVE Instructor in conjunction with the Training Site Supervisor at each visit.

At the second and again at the last Training Site Visit, the CVE instructor is requested to complete the "General Employability Skills Evaluation Sheet". (See appendix.) Those employability skills on which the student is rated low during the first evaluation serve as the focus for the regularly scheduled counseling sessions with the COTC. Progress in attainment of employability skills can then be measured by comparing the two assessments at the end of the contract.

The Community Occupational and Training Counselors who also serve as Training Site Supervisors are certified as Vocational Guidance Counselors.

ATTENDANCE

Attendance records are kept by the businessperson/instructor and are submitted to the Training Site Supervisor at each visit. Policies regarding attendance, absenteeism, etc. are included in the contract. (See appendix.)

INSURANCE COVERAGE

Since the CVE students are explicitly not employees of the business in which they are trained, Workmen's Compensation does not apply. Likewise, different businesses have different coverage related

to injury of non-employees. In order to safeguard the student and protect against liability of the school, coverage of CVE students is explicitly checked for in existing school insurance policies or additional coverage is taken out on each student, as is the case in which students are transported to the Area Vocational School. Student rates for such coverage are approximately $10 per semester.

COMPENSATION OF COMMUNITY-BASED INSTRUCTORS

Based on an amount which the businessperson feels would be the direct cost to him/her to bring the student up to the specified levels of proficiency, an amount is negotiated on in the contract. This amount is arrived at through various means, depending upon the businessperson, however, the most workable method has been the arbitrary allotment of a base fee of $400 with the option to include an itemized listing of material costs associated with the training up to a maximum of $100. Most instructors do not exercise that option and train to the specified levels of competency for a total of $400 per contract. It has been our policy in those instances in which two students are trained simultaneously at the same site, to divide the cost of instruction between the two students.

The preferred means of payment is at the conclusion of the contract, however, monthly payments to businesspersons are sometimes arranged, based on an anticipated contract length of one semester.

Contracts requiring more than one semester may be renegotiated for the following semester to include more advanced skills along with those not attained during the previous semester. Additional compensation is included in the negotiated contract.

The average training cost per hour is $1.48.

HOW ARE ARE CONTRACT DEFAULTS HANDLED?

In the event a contract is terminated by the student or the school the businessperson/instructor is paid on a prorated basis as outlined in the contract, e.g., on the basis of "X" amount of dollars per hour spent in training. (See appendix.)

In the event a contract is terminated by the businessperson prior to the student's attainment of the specified skills, the businessperson/instructor is likewise compensated based upon the number of hours spent in training up to the point of termination.

OCCUPATIONAL AREAS IN WHICH CVE CONTRACTS HAVE BEEN NEGOTIATED

The CVE program is now in its fifteenth semester of operation, including 5 summer sessions. Two-hundred thirty-four (234) contracts have been negotiated with 193 student participants in over one hundred cooperating businesses.

Among those occupational areas in which CVE contracts have been negotiated are:

Respiratory therapy
Nursing
Bookkeeping
Data processing
Police dispatching
Aviation administration
Floral design
Auto mechanics
Newspaper pressman
Small engine repair
Newspaper photography
Dietary aide
Bank loan dept. operations
Welding
X-ray technician
Mortician Aide
Medical receptionist
Retail carpet installation
Teachers aide
Refrigeration repair
Food service operations
Surveying assistant
Specialized machine maintenance
Seamstress
Tire and glass repair
Sewing machine operation
Greenhouse/nursery management
Plumbing
Physical therapy
Motel management
Auto parts technician
Social services
Child care services
Banking procedures
Newspaper advertising/layout
Newspaper copysetting
Mass merchandising
Restaurant management
Retail store management
Dental assistant
Commercial Artist
Pharmacy aide
Auto body repair
Lab technician
Hospital purchasing
School health services
Bus repair and maintenance
Heating technician
Jewelry Retailing
Veterinarian assistant

LINKAGE BETWEEN THE COTC AND CVE COMPONENTS

While CVE is the occupational training arm of the Rural Student Employability Project, the COTC program is the career counseling arm. Given a clientele of limited (or no) aspiration, non-college-bound students, the Community Occupational and Training Counselor (COTC) intercepts a student and helps him/her to define some occupational interests leading to a decision (however preliminary) regarding career choice. At the point at which the student is able to define a career goal, he/she may enter the CVE program in which a community businessperson enters into a contract to teach the student his/her occupation to the level of competency consistent with the students' capability, interests and career goals. Without the efforts of the COTC in expanding the student's career awareness and knowledge of a very diverse set of occupations, CVE could easily fall the way of many traditional rural vocational programs, training most students in the few most highly visible occupations.

UNIQUE ASPECTS OF CONTRACT VOCATIONAL EDUCATION

-- While in school and undergoing training, students do not become employees of the business, but remain in the student role.

-- Students are not paid as trainees.

-- COTC's negotiate competency-based contracts among the student, the school, the businessperson/instructor, and the parent which delineate the specific skills to be learned and the level of proficiency required in each for entry-level employment.

-- Performance objectives are individualized to match the occupational aspirations of the student.

-- COTC's provide forerunning and simultaneous career counseling with targeted Juniors and Seniors, utilizing a specially designed competency-based career counseling curriculum.

-- One unit of credit is awarded the student upon successful completion of the contract.

-- Training site supervision is provided by the COTC who along with the instructor assesses the students' progress via the "Skill Competency Assessment Form" at each site visit.

-- Employability skills are measured at the second and again at the last Training Site Supervisory Visit through the "General Employability Skills Evaluation Sheet". Employability skills on which a student ranks low in the first measurement serve as the focus for career counseling during CVE enrollment.

-- Upon successful completion of the contract the student is awarded a "Certificate of Skill Proficiency" which, when signed by the community businessperson/instructor, serves as proof to prospective employers of which skills the student has acquired and with what level of proficiency.

ADVANTAGES OF CONTRACT VOCATIONAL EDUCATION:

-- It does not depend on any capital outlay by the school nor the hiring of additional teachers.

-- Because it is one-on-one training, it does not necessitate the training of a large number of students in any one occupation in order to justify the equipment or training costs and thereby does not oversaturate the local job market in any one skill area.

-- It overcomes the problems of limited access to traditional vocational training programs, such as the limited number of "slots" available to non-host districts in the Area Vocational School. (While this is less of a problem given decreased AVS enrollment, increased tuition costs offset any gains in enrollment which could be made.)

-- It allows the participating districts to provide occupational training to a larger percentage of those students with no plans for post-secondary education but who wish vocational preparation and training.

-- Its competency-based contracts do not depend on a fixed number of hours of exposure to an occupation but rather contract completion is tied to skill attainment. The contracts are negotiated on the basis of semester entry/open exit.

-- It is community-based occupational training in cooperation with the private sector.

-- It allows for greater freedom in the scope and nature of training received.

-- It can address itself to the specific and variable occupational needs of the community.

-- It insures the community a role in the provision of education and thereby greatly facilitates both community-school interaction and mutual support.

FOLLOW-UP STUDY--PRELIMINARY RESULTS

A longitudinal follow-up study has been and will continue to be carried out with past CVE and/or intensive counseling participants. Findings from the most recent follow-up show that of the 220 of 239 participants having already graduated, only 18 are currently unemployed. Of those 18, 11 are unmarried females living with their family, 1 is a married female, and 6 are unmarried males.

Unemployment rates for the three counties at the time that the last follow-up was conducted (August, 1983) were 8.6%, 11.4%, and 24.7% respectively for Crawford, Dent and Washington counties, Washington county having the highest unemployment in the state. Considering that the age-specific unemployment rates for 16-19 year olds in the three counties in the 1980 Census were nearly three times that of the general population, one could estimate that the unemployment rate for graduates of the CVE program is roughly one-sixth that of their age peers.

CASE HISTORIES:

Of the 193 students who have completed CVE training, each has his or her own unique story. Without a rather intensive knowledge of the area, its people and the students who have participated, it is very difficult for one to feel the impact that CVE has had. One such case, however, was Darla, as we shall call her. Darla entered high school coming from an outlying rural elementary district. She was shy and reserved. The county seat town was large by her standards and the people strange. She didn't know what she wanted to do after high school or even if she would finish. Darla was singled out by the Community Occupational and Training Counselor in the school who showed her the ropes of the Career Center, how to find out about the world of occupational opportunities available to her. She showed an interest in marketing and sales and in her Junior year was approached about the idea of enrolling in CVE during her Senior year. She quickly grabbed at the idea of interviewing with a local catalog sales store and during the first semester of her senior year, she began CVE training

there, learning everything there was to know about catalog sales from the use of the teletype machine to taking orders to meeting the public to reconciling bookkeeping records. Upon graduation the owner hired her as a sales clerk. Several months later the owner sold the business, leaving the former CVE student as the only knowlegeable person to run the store. Darla now, less than two years later, is managing that store. Few traces remain of the once shy and reserved little girl. She has become a competent, friendly and outgoing businessperson.

Common themes run through the attributes of particants in Contract Vocational Education. The majority come from extremely low-income families; most live in outlying rural areas of the counties; their families are often recipients of public assistance, or if not, are too proud to apply. Few have any dreams, let alone intentions, of ever being able to go to college; most have very tenuous feelings about even getting a high school diploma. Most feel a commitment to stay in their geographic area.

With all of these attributes and more, four years ago Sandy had very little to look forward to after high school. She became one of the first participants in the Contract Vocational Education Program, training in the business office of the local telephone exchange. She quickly put her office practice classes to use and learned the intracies of the telephone business. She was liked so well by her training instructors that she was hired upon graduation from high school at over $5.00 per hour (an unheard of starting salary in the area), was given a new telephone and the entire $400 training fee (which her instructor had been paid to train her) as graduation presents. Four years later, still employed by the telephone office, she remains convinced that CVE does work.

Obviously not all those trained in CVE go on to be hired by the businessperson training them. There has certainly been no problem with saturation of the local job market. Many of those trained go on to similar jobs in other businesses or go on to college or trade school to become accredited in the area in which first trained. Nor have all immediately pursued an occupation in the area in which trained. Some have gone into the military; others have taken other jobs in the community or elsewhere. But most importantly the students trained in the CVE program share something vitally important to their own as well as their community's economic vitality--a greatly increased opportunity to become and to remain gainfully employed.

Joe came from the poorest part of the county. His family was unable to provide him with the clothes he saw others wearing in high school. He lacked initiative, was failing classes, was, in short, a prime suspect for dropping out of school. He entered the CVE program after intensive counseling aimed at getting him to at least define some occupational interests. Auto mechanics was his choice. A training contract was negotiated with a local car repair shop and Joe was given a uniform just like the other mechanics. Just as important as what he learned in that semester of auto mechanics training, and perhaps moreso, was the self esteem he gained from having his own uniforms. He wore them to school everyday, even when it was not necessary to do so. He became somebody with an identity. He became

more outgoing, did much better in academic classes, graduated from high school and joined the Marines.

Bonnie came from a family deeply involved in a fundamentalist religious sect. She had never been allowed to participate in any extracurricular activities even had she been able to find transportation to and from her remote rural home. She was extremely withdrawn, unable to communicate any desires or aspirations at all. She wore clothing unlike her peers in school and her long, straight hair had never been cut. The Community Occupational and Training Counselor paired her with a local cooperating florist, who demanded communication skill attainment just as he demanded technical skill attainment. She learned to meet the public and take orders as well as learn the techniques of floral design. A few days before graduation, the floral training instructor took her to a local beautician for a cut and a perm. So proud of her "new look" and her new confidence she had to come back to school and show the counselor what the florist had done for her. After gradation she moved to Oklahoma to live with her sister. At the point of our last follow-up she was seeking employment as a floral designer.

Bart, unlike the above cases, did not come from an economically disadvantaged family. His family's income was slightly above that of the CETA (Comprehensive Employment and Training Act) eligibility guidelines and therefore he was placed in an unpaid training contract--the businessperson agreed to train the student free of charge. Bart had, through use of the student career center, identified the health field as his preliminary occupational choice. The Community Occupational and Training Counselor matched him with a physical therapist at the small local hospital. The training contract included the major techniques of physical therapy and the student was able to see those out into practice. Upon graduation Bart enrolled in a small college in a physical therapy program, which required as part of its admission standards that students be exposed to a specified number of hours of observation of physical therapy and hospital operations. CVE met that requirement and allowed him the opportunity to pursue a meaningful livlihood.

BENEFITS OF COMMUNITY-SCHOOL INTERACTION

An unfortunate bi-product of the increased specialization in education has been the separation of school and community. Contract Vocational Education has done much to alleviate that divergence. While giving the communities a real sense of participation in the education of their young, cooperating school districts have reaped other benefits. Passage of bond issues, a community business structure that is attuned to the employment and training needs of their youth, an active understanding on the part of the community of the financial needs of the district, a community that feels their school is intimately linked to their particular or unique needs, and a new set of parents who now feel that every attempt is being made to meet the full educational needs of their children are but some of the benefits derived from implementation of Contract Vocational Education.

THE CONSORTIUM ARRANGEMENT

Typical of the disadvantage under which most rural or small schools are placed is in the arena of competitive grant programs. Few can effectively compete with their larger, better-staffed, more experienced counterparts and thus find themselves unwilling or unable to give of the time required to write proposals, meet deadlines, implement programs, follow guidelines, conduct evaluations and comply with the inordinate number of reports, forms and "paperwork" required of them.

The benefits of the consortium arrangement, however, go far beyond the ability to compete for any grant funds for program implementation. The documentation of need has become much more sophisticated, demanding that the criteria on which any program is instituted be more than that it "makes sense" or "sounds good". Any needs assessment effort, however small, requires the time and expertise of personnel in designing the assessment instrument(s) and the time and cooperation of several persons in the collection of information, analysis and intrepretation of the data, and in the application or utilization of its findings.

Upon implementation of any program, someone must take responsibility for its continued operation, working out any problems, recommending and implementing improvements, etc. Again, time and expertise are required in situations in which there may be no assistant school administrators or personnel to deal with such programs.

What the consortium arrangement has afforded the three participating schools in this case is the opportunity to effectively compete for outside grant funds through the assistance of a jointly hired part-time staff person, but, more importantly, to develop and implement a joint program with all the advantages of multiple-site testing. Under different circumstances and in slightly different settings, the consortium is able to experiment with different methods of program operation to the ultimate mutual knowledge base and benefit of all.

While the advantages of the consortium arrangement are many, perhaps none is as important as the interaction which develops among its members. Lacking any real peer group, the participating Community Occupational and Training Counselors can perfect their own methods through interaction with their counterparts in the consortium schools. Lacking such reinforcement, their roles could easily regress to the more comfortable roles in which they received their academic training or in which they have the most experience, thus limiting the success of the broader program.

ADOPTION OF CVE

While the history of CVE may be unique to the Salem-Steelville-Potosi Consortium, potential adopter-districts need not follow the time line nor exact path that the originating consortium followed in order to successfully implement the program.

For the potential adopting district, however, several points need to be emphasized:

(1) While the three districts in which CVE originated are small by today's consolidation standards, several states would consider a high school of 250 students large by their own standards. It is our collective opinion that size of school and community are far less important than the willingness of the community--of whatever size--to participate in the education of their young. Obviously, as community size increases (up to a point), the potential range of training sites also increases, allowing for a greater diversity in training options. There is nothing to preclude, however, the development of a successful training program in a community of very small size (less than 500), especially where the community acts as a regional service center. It has been our experience that the number of different occupations existent in any small community are initially underestimated. An effort to list ALL occupations and skills in the community is a logical first step for districts wishing to entertain the possibility of implementing a CVE program.

(2) The concept of Contract Vocational Education seems to have greater prospects for success in rural, as opposed to urban, areas, where communities are cohesive, share a greater participation in their educational institution, and are small enough to allow for the existence of an informal network of businesspeople and school faculty. The outcome of training contracts is greatly enhanced, we believe, where the initiative of the businessperson/instructor is based on an interpersonal relationship with school administators, board members, or faculty. Where the size of the community is sufficiently large so as to effectively restrict the relationship between the school and the businessperson to a formalized contractual understanding, much of the businessperson's sense of responsibility for the occupational future of the student can be lost. In other words, in a town of 2000 people where the superintendent asks the local banker to train a student as a data entry operator, the banker is under a significant amount of indirect pressure to train the student to the best of his/her ability. Far beyond the terms of the contract, the banker has an obligation to not only insure the occupational training of the student, but to insure the student's occupational success. As size of community increases, however, so does the protection of anonymity among its businesspeople.

(3) While the concept of Contract Vocational Education intuitively appeals to a great many people, it should be emphasized that CVE is not ONLY occupational training; rather the intent is to bring a non-college-bound student with limited or no aspirations up to the point of being able to aspire to a career and to graduate from high school with a "marketable skill". The combination of those two outcomes successfully addresses two of the major issues of rural education today, namely the high rate of students dropping out of school and the perceived lack of relevancy in education.

(4) The role of the Community Occupational and Training Counselor, as it has evolved in the originating districts, has been an important ingredient in the success of the CVE program. Essentially, that role

involves career counseling with target students, e.g., providing career awareness and exploration opportunities, providing occupational information, etc. as a prerequisite to enrollment in CVE. While this role has become separated from that of the regular in-school counselor in two of the districts, it is not necessary to do so in order to achieve like results. If the role of an existing counselor, even in a one-counselor district, is modified somewhat, equivalent results can be achieved. The issue is one of focus. If the role of the traditional counselor is altered from one of only testing, providing college information and scheduling classes in favor of direct career counseling with all students, just as much attention will be given to the non-college-bound as has traditionally been afforded the college-bound, with the necessary scheduling accomplished in the process. With the utilization of one person in both the career counseling and scheduling processes, both ends are achieved with a much more integrated outcome. Of course the job of the counselor is made infinitely easier with the "mainstreaming" of career education in the classroom. As a technique for instruction rather than as a separate course or unit topic, career education begins to live up to its full potential. As it is fully integrated into all subject areas it not only provides the student with the necessary occupational information with which to later make a more informed career choice, it also serves to show students the value and pertinence of academic classes to the world of work.

(5) With unemployment rates at an all time high and with severely limited opportunities for entry of new people into the labor market, the resultant implications for a community-based training program may seem obvious--the alternative route of not training for local employment is terribly short-sighted, however, and would in the long run create a greater separation of need for and production of services. Linked with the prospect for further long-term increases in the costs of energy and transportation, the move in the direction of increased local provision of services seems to be most advisable. CVE is a mechanism for doing just that.

(6) CVE, as it has operated in Missouri, has never been in competition with the Area Vocational Schools for students. Indeed the need for community-based occupational training arose because of the inability to serve all the students who wished vocational training through traditional means. It is suggested, however, that a criteria for districts considering adoption of CVE is that they not be in close proximity to an Area Vocational School and that they not have other in-school programs, such as Cooperative Occupational Education, which could conceivably be considered in competition with CVE for students. Indeed the criteria by which need for a community-based training program (CVE) is determined should include accessibility to traditional vocational education programs, as well as a determination of number and proportion of non-college-bound students, dropout rate, and perceived student need.

(7) The funds used to implement the CVE program in the three originating districts were the result of a federal grant, with the program being continued up until September 1983 with CETA (Comprehensive Employment and Training Act) funds. This is a luxury of which few small rural districts have been able to take advantage,

as we well know. With the passage of the new Job Training Partnership Act, however, beginning in FY83, and with the formation of the local Private Industry Councils (PIC's), school districts now have ample opportunity to solicit funds through their local PIC's to cover operation costs of employment training programs such as CVE. Indeed 40% of the JTPA Title II.A. funds are required to be spent on in-school youth. Lacking the problems of intermediate agencies, such as Regional Planning Commissions, Councils of Government, or variations of what were once Economic Opportunity Corporations, school districts are in a much better position to be able to operate training programs involving school-age youth. Private Industry Councils will quickly recognize the ability of a long-standing educational institution to provide occupational training programs without the increased costs of agency maintenance, such as rent, utilities and other overhead. School districts, while largely overlooked as employment training providers can be the most efficient organizational unit for carrying out such programs. Furthermore, with the newness of JTPA, there are as yet no presribed programs. PIC's have the virtual freedom to fund any program related to the goals of the JTPA legislation. It is left, however, to the initiative of the school district or to community leaders to initiate contact with the local Private Industry Councils. As a means of securing funding to cover operation of a program such as CVE, the Job Training Partnership Act is the most logical and likely source.

(8) While we have noted that the amount of the training fee paid to community businesspersons serving as instructors is not as important as the fact that they are paid, we have found that a base rate of $400 per contract has worked very well. It is sufficient to insure that the responsibility of the businessperson as an instructor is not taken lightly, without being an overwhelming financial attraction to less than booming businesses. There is certainly nothing magical about the amount. Adopting districts may find that $200 would achieve the same results. That should be a matter of local discretion. While the originating districts briefly operated the program with varying amounts paid to businesspeople based on the intracacy of the skills to be taught and the direct costs to the businessperson in terms of equipment operation, loss of time, etc., it quickly became a source of contention that some businesses were paid more than others for their efforts. A way around this problem is to allow for the payment of up to $100 (or some such amount) as an additional "expendable materials cost". We have found that this option, while rarely utilized, makes training possible in sm very high cost occupations, such as floral design or heavy equipment operation.

(9) Because of the focus of CETA and now JTPA legislation on the economically disadvantaged, JTPA-funded programs must limit participation to income-eligible youth. While this does not severly interfere with the goals of CVE--indeed our target population of limited-aspiration, non-post-secondary-bound students are most often of low income--we have found that we can readily serve income ineligible students on a limited basis by negotiating non-paid training contracts. By making non-paid contracts the exception rather than the rule, we feel it does not detract from the credibility of the training contract. Indeed it is often a rallying point around which communities begin to deal with the training needs of "their own".

A STEP BY STEP APPROACH

While the sequence of events leading up to the ultimate implementation of a Contract Vocational Education program in other school districts may vary somewhat, the following is a suggested framework for initiating discussion, securing community cooperation, accessing financial resources and implementing CVE:

1. Someone must take the initiative.

   Whether a superintendent, a prinicipal, a counselor or a community businessperson, someone must initiate discussion about CVE.

2. The need must be established; the community's ability to meet that need must be assessed.

   Through use of an instrument such as the questionnaire included in the appendix, the probable need for a program such as CVE can be weighed, while a handle can also be gotten on the community's ability to meet that need. Perceived student need can be ascertained through means of a simple survey . A copy of a student questionnaire is also included in the appendix.

   A useful tool for assessing community viability, as well as serving as resource information during later implementation, is a listing of all businesses and all occupations existing in the community. An English or social studies class may be assigned the task for class credit, the Chamber of Commerce could be asked to provide such a list, or a combination of the two lists may prove to be the best approach.

3. A consortium of school districts should be considered.

   A cooperating network of school districts, whether already in existence, such as for special education programs, shared services, etc., or brought into existence for only this purpose, will greatly facilitate the ease in implementing, financing and operating a CVE program. Depending upon district proximity, as well as absolute distance among districts, a consortium may effectively operate with from two to six members.

4. The community must be involved.

   Whether through a specially appointed "Advisory Council" or through an existing business group, such as the Chamber of Commerce, the community must be included from early on. Where not synonymous with the business community, it is essential that members of the local political structure are also involved. Members of the county court or county board of supervisors (or their equivalent), as well as local representatives to the Private Industry Council may be necessary contacts in the development process.

   An initial informational meeting to which all community people are invited is a good way to informally assess community interest in and support for such an effort.

5. A program leader must emerge.

Assuming all indications are go and implementation is considered the next step, either a district employee must assume the duty of overseeing implementation efforts or in the case of a school district consortium a leader should emerge in each district. Where the superintendent is NOT the emergent leader, it is imperative that he/she be included along with the program leader and existing counselor from each district on a consortium governing or executive board. Likewise in single districts wishing to implement the program, superintendent support AND involvement is essential.

6. Career counseling program should be established.

Either through restructuring the duties of an existent counselor or devoting non-essential time of a second counselor to career counseling, the issue of personnel to implement the career counseling component can largely be handled. As indicated previously, career counseling should be considered the method by which existing counselors perform their duties. In the context of career counseling, testing, class scheduling and other traditional counselor duties need not be dropped. If test scores or class scheduling are discussed in the context of career counseling, several goals can be met simultaneously and with a much more integrated outcome.

An effort should also be made to involve classroom teachers in focusing on career education as a method of instruction in their particular subject areas.

Functionally, if each student is scheduled to meet periodically with the counselor to discuss their career goals an employability development plan can be kept and continually updated. Such a plan, while useful for college- and non-college-bound alike, will best serve those unable to define any aspirations. It will help such students over the course of their high school years to knowledgeably develop career goals. Immediate benefits, e.g., giving the student a reason to stay in school, helping the students see the value of academic classes to the outside world, etc., may be just as important as the longer-term benefits of gainful employment upon graduation, the breaking of cycles of welfare and poverty, etc.

A copy of a suggested plan for employablity development is included in the appendix. It should be remembered that this is a "dynamic" form; it should be added to or changed with each counseling contact. It should not be considered "completed" until job attainment after graduation.

Of definite assistance in the career counseling process is the existence of a career resource and materials library. Where this is not already in existence or in those cases in which districts are unable to absorb the materials costs, special grants are often available from state Departments of Education or can be

absorbed under funding for a CVE program.

7. Funding should be secured.

Simultaneously with the development of a career counseling program, efforts should be made to secure funding for implementation of the occupational training component (CVE). Where it is impossible for a district to absorb the training costs associated with the placement of students out in the community, the most logical and available source of outside funding is through the Private Industry Council (PIC) responsible for the local Service Delivery Area (SDA) under the Job Training Partnership Act (JTPA). The governor of each state is responsible for appointing members to the PIC in each designated SDA. The chief elected county official, i.e., county court judge, director of board of supervisors, or their equivalent, should be the initial point of inquiry with respect to accessing Job Training Partnership Act (JTPA) funds. Of course involvement of such county officials from the initial discussion stages should greatly facilitate their cooperation at this point.

8. Consortium should hire project director.

Where districts have opted to form a consortium, the hiring of a joint project director greatly aides the speed and ease of program implementation as well as the necessary paperwork associated with outside funding. The salary of such part- or full-time person can logically be included in the grant fund request, thereby not incurring any long-term salary commitment on the part of cooperating districts.

9. Aspirations of students should be matched with training capabilities of local businesspeople.

Through the career counseling efforts with students, the counselor should be able to match student aspirations with available training sites. Occupational training should be restricted to upperclass members, most logically seniors.

10. A competency-based training contract should be negotiated.

The counselor or other designated person within the school should assume the responsiblity for helping the cooperating businessperson conduct a task analysis, ascertain performance objectives, and determine level of competency required in each skill component necessary for entry-level employment.

The training fee required in order to bring the student up to the specified levels of competency should be determined and entered into the training contract.

Training times should be negotiated around the availability of the student and the cooperating businessperson.

11. Training site supervision should be planned.

Whether performed by the counselor or another designated school employee, it is essential that training site supervision be carried out on a regular basis both to insure that the provisions of the contract are being met and to be able to measure student skill attainment. Copies of a "General Employability Skills Evaluation Sheet" and a "Skill Competency Assessment Form" are included in the appendix. The former can be used to measure any weaknesses in employability-- as opposed to employment-- skills which can then serve as the focus for continued career counseling sessions with CVE participants. The latter "Skill Competency Assessment Form" can be used by the Training Site Supervisor to measure skill acquisition from month to month.

Upon completion of the training contract a "Certificate of Skill Proficiency" can be given to each student. This Certificate (see appendix) assures prospective employers that the student has gained the level of proficiency indicated in each skill component. Unlike other "diplomas", the individual skills acquired by the student are verified by the signature a local businessperson.

12. Job development efforts should be considered.

As part of the follow-up with students having already graduated, the counselor or other knowledgeable person may be hired as a job developer during the summer both to assist graduates in finding employment and to maintain follow-up with previous graduates whose employment status can then be updated yearly.

Funding for such job developer activities can likewise be secured under the same JTPA proposal.

It is virtually impossible to provide a "cookbook" approach to implementing a program such as Contract Vocational Education. School districts vary, student needs vary, and communities may vary in their enthusiasm for and ability to train under such a program. What has been attempted here is to provide a methodology by which any district can implement "their own" program, designed to fit their own needs and circumstances. What has been offered here as advice is based on the four years' experience of the Salem-Steelville-Potosi Consortium in the design and implementation of CVE. We hope that other districts may see its value and share in the benefit to students derived from a unified community effort to provide the rural non-college-bound with much more than just a high school diploma.

BIBLIOGRAPHY

1. Unpublished study of high school dropouts in Crawford, Washington and Dent Counties.

2. University of Missouri Office of Social and Economic Data Analysis, unemployment and income data from secondary sources.

INDEX OF APPENDICES

Appendix 1: Competency-Based Counseling Curriculum and Workshop

Appendix 2: CVE Contract Worksheets

Appendix 3: Procedure for Negotiating CVE Contracts

Appendix 4: Training Contract

Appendix 5: Certificate of Skill Proficiency

Appendix 6: JTPA Income Eligibility Criteria

Appendix 7: Skill Competency Assessment Form

Appendix 8: General Employability Skills Evaluation Sheet

Appendix 9: CVE Attendance Record

Appendix 10: Survey of Available Occupational Training Programs and Community Viability as a Training Resource

Appendix 11: Student Needs Survey

Appendix 12: Employability Development Plan

NOTE: Copies of the Competency-Based Career Counseling Curriculums developed in the Salem, Steelville and Potosi school districts are available upon request.

The Community Occupational and Training Counselor Workshop Manual on Designing a Competency-Based Career Counseling Curriculum in the School is also available upon request.

Requests should be addressed to:

Vicki Hobbs
Administrative Coordinator
Rural Student Employability Project
Rt. 11 Box 72A
Columbia, Missouri 65201

Charges for the above materials include copying and postage costs only.

CVE CONTRACT WORKSHEET

Student's Name:

Student's Career Objective: (Taken from EDP)

Instuctor' Name:

Instructor's Experience in Occupation:(Number of Years)

Does Instructor qualify for a Manpower Training Certificate?
(Must have at least 3 years' paid experience)

Training site:

Date training begins:

Tentative ending date of contract:

Training schedule:(Days and time of the week)

Amount of compensation negotiated for training to specified levels of proficiency: $

Expendable materials or supplies for which reimbursement is required:(List)

ITEM	AMOUNT

Title of Job to be Learned:

Description of Occupation to be Learned:

General Requirements for Entry-Level Employment as a _____:

Education required:

Experience required:

License required:

Examination required:

Union dues required:

Working hours required:

Uniforms/dress required:

Personal appearance requirements:

Other requirements:

Tasks associated with occupation:

(Meet with the businessperson to compile list)

After the tasks are listed number them according to logical sequence.

(Instructor should assist in sequencing and verify the final draft)

SKILLS TO BE LEARNED	PERFORMANCE OBJECTIVES	LEVEL OF PROFICIENCY REQUIRED FOR ENTRY-LEVEL EMPLOYMENT
(List skills in sequential order within Topical Areas)	(List the performance objectives associated with that skill)--Take from task analysis!	(List as a measurable objective either in terms of time taken, quantity produced, quality of end product, or the proper manner in which it should be done.)

PROCEDURE FOR NEGOTIATING CVE CONTRACTS

1. Identify applicant students and occupational areas of interest

2. Identify businesspersons capable of and willing to instruct in those occupations

3. Match student with businessperson/instructor

4. Arrange for interview between student and businessperson

5. After both parties agree to contract with each other, the COTC should meet with the businessperson to conduct a task analysis, listing the tasks in sequential order.

   "What are the major skills that you have to know as a ?"

   . . . Now let's put them in order--"What do you have to know first?"

6. The COTC (with or without the businessperson) then lists the ordered tasks within topical areas (units).

7. Using the CVE contract worksheet, list each skill to be taught within each sequentialized topical area (unit).

8. The COTC (with or without the businessperson) then writes the performance objectives for each skill. Often this can be ascertained from the task analysis. Whether or not the businessperson participated in the original writing of the performance objectives, he/she should verify it and include any modifications necessary.

9. The COTC in conjunction with the businessperson should determine the proficiency level required for entry-level employment for each performance objective.

10. After developing the entire contract worksheet, give the businessperson one more opportunity to make any modifications. Emphasize that the student will be expected to learn what is included in the contract.

11. Transfer the information from the worksheet to the Training Agreement. Complete the other items in the contract and obtain the signatures of the student, his/her parent or guardian, the businessperson/instructor, the business owner (if other than the instructor), and the school administrator. The COTC will sign as Training Site Supervisor.

TRAINING AGREEMENT

CONTRACT VOCATIONAL EDUCATION PROGRAM

Now on this_____ day of_____, 19____, this agreement is entered into by and between the undersigned school administration, student and parent or guardian, training instructor, and supervisor as follows:

1. This agreement is to define the conditions and schedule of training whereby_____ hereby agrees to provide (Co. or Individual) Instructor instruction in_____ to_____ at a Occupational Title Student Trainee principle training site located at_____, under the Address supervision of_____ in accordance with the schedule School Supervisor hereinafter set forth.

2. The instructor hereby agrees to provide intensive instruction in the occupation named above to said student trainee at the following times, or at such other times as may be agreed upon by the school, student, and instructor, commencing_____ and continuing until_____ unless extended or shortened by mutual agreement.

TRAINING SCHEDULE

DAY OF WEEK	TIME	
	FROM	TO

3. The instructor agrees to accept as compensation from the school the total sum of_____ which is based upon an estimated_____ hours of instruction at the rate of_____ per hour, provided that all areas of competency as listed below are attained by the student in the

judgement of the school supervisor OR in the opinion of the school supervisor the instructor has made a reasonable and effective effort to teach the competencies as listed herein. The areas of competency, performance objectives, level of proficiency to be attained, and compensation allocable to each are:

SKILLS TO BE LEARNED (AREAS OF COMPETENCY)	PERFORMANCE OBJECTIVES	LEVEL OF PROFICIENCY REQUIRED FOR ENTRY-LEVEL EMPLOYMENT	Amount of Compensation

Amount of Compensation	SKILLS TO BE LEARNED (AREAS OF COMPETENCY)	PERFORMANCE OBJECTIVES	LEVEL OF PROFICIENCY REQUIRED FOR ENTRY-LEVEL EMPLOYMENT

4. In the event some performance objectives or areas of competency are not met by the scheduled end of the contract period, AND the contract is not extended, AND in the opinion of the school supervisor the instructor has not made a reasonable or effective effort to teach said performance objectives or areas of competency, the instructor agrees to accept as full compensation only that amount of the total scheduled compensation which is commensurate with attained performance objectives and areas of competency.

5. If the blanks in this paragraph are filled in, there shall be a probationary period of_____ training hours of instruction during which the parties may determine if the student has made suitable choice of occupation and if the training should be continued. In the event the agreement is terminated during such period, the instructor agrees to accept as full compensation the sum of_____ per instruction hour provided.

6. This agreement may be terminated by any party on account of violation of any provision, or the reasonable good faith determination of any party that the student fails to demonstrate an ability to attain the scheduled performance objectives or areas of competency, or that the program is no longer in the best interests of the student. Should this agreement be terminated, the instructor agrees to accept as compensation only that amount commensurate with the performance criteria and competency level attained, but not less than the number of actual hours of instruction provided times the hourly rate scheduled above.

7. Any compensation paid hereunder shall be paid to the designated instructor, and any division thereof with the business entity shall be agreed to by them.

8. The student agrees:

A. To abide by all laws, regulations, policies, rules and practices applicable to the instructor and/or the occupation involved.

B. That the instructor is under no obligation to pay compensation of any kind.

C. Should the contract be terminated because of continued absences from the training sessions or other student-related reasons, academic credit may be partially or totally withheld at the discretion of the school upon information from the supervisor.

D. That if he/she is unable to report for a training session, for any reason, the instructor must be notified as early as possible before he/she is scheduled to report for training.

E. That it is his/her responsibility to provide transportation to and from the training site.

F. That the school accepts no liability for the students afterthe student leaves the school property to report to the training site.

9. The School agrees:

A. To pay the compensation provided for within a reasonable time.

B. To assist the instructor and student in administering the training program.

C. To give the student such academic credit as is appropriate for successful completion of the program.

10. The parent or guardian agrees to cooperate in the administering of the training program, and further agrees that he/she consents to the matters provided herein and releases all other parties from any claims for injury or damage to the student or him/her arising out of or related to the student's participation in said training program except where based on criminal or willful acts or omissions and except claims which may be covered by any applicable workmen's compensation or other insurance coverage.

11. The instructor agrees:

A. To provide reasonable and proper instruction, training and supervision necessary to accomplish the purposes of this agreement.

B. To observe all laws, regulations, policies, rules, agreements, and practices applicable to the student's participation in the instructor's business or occupation to the same extent as if the student were an employee, as for example if the student is not legally permitted to operate a motor vehicle he/she shall not be permitted to do so as part of the occupational training even if doing so would be appropriate to the occupation. Matters of compensation are excluded from this agreement.

C. To immediately notify both the parent and the school supervisor in case of student injury or health emergency.

D. To seek no additional profit nor realize any monetary gain as a result of services rendered or articles constructed by the student trainee in the course of the training agreement.

12. All parties agree that the relationship established between

the school and instructor is that of independent contractor and not employer—employee.

13. In the event the instructor is not the business entity itself, the business entity by signing this agreement consents to it and agrees to cooperate with administering the training program.

IN WITNESS WHEREOF the parties hereto have signed their respective names as follows:

School Administrator	Instructor
Student Trainee	School Supervisor
Parent or Guardian	Business Owner/Manager (if other than Instructor)

AUXILIARY AGREEMENT
CONTRACT VOCATIONAL EDUCATION PROGRAM

The program will be a cooperative training program between the student, the parent, the businessperson/instructor and the school. Some of the requirements of the program are as follows:

1. In order to remain in the program, the student must be placed in a training environment approved by the administrator of the program.

2. The training station should be in line with the student's career objectives.

3. There must be a cooperative training agreement signed by the student, the businessperson/instructor and the administrator of the program.

4. STUDENTS WHO ARE DISMISSED BY THEIR TRAINING STATION INSTRUCTORS BECAUSE OF THEIR OWN POOR ATTENDANCE RECORD OR OTHER SERIOUS BREACH OF POLICY, WILL BE DROPPED FROM THE PROGRAM AND WILL RECEIVE NO CREDIT FOR THE COURSE FOR THAT QUARTER.

5. THE STUDENT IS NOT TO CHANGE TRAINING SITES OR TERMINATE TRAINING WITHOUT THE PRIOR APPROVAL OF THE PROGRAM ADMINISTRATOR, and then not without a minimum notice of two weeks to the businessperson/instructor. Failure to comply will result in the student being dropped from the program and loss of credit for the quarter in which it occured.

6. IF A STUDENT IS NOT IN ATTENDANCE AT THE HOME SCHOOL, HE/SHE IF NOT TO REPORT TO THE TRAINING SESSION UNLESS ABSENCE IS APPROVED BY PROGRAM ADMINISTRATOR AND HOME SCHOOL ADMINISTRATOR. In the event the above rule is violated, the student may expect the following:

   1st offense - Three consecutive days in detention study hall at home school.

   2nd offense - Removal from program and loss of credit for the quarter.

7. If a student is unable to report for training, for any reason, the businessperson/instructor must be notified as early as possible on or before the day he/she is supposed to report.

8. It is the responsibility of the student to provide transportation to and from his/her place of training.

9. The school accepts no liability for the student after the student leaves the school property to report to the training site.

10. Released time must be used as training time at the training site.

BEST COPY AVAILABLE

11. The student must notify the program administrator of any changes in the training schedule, or change in training status.

I/WE UNDERSTAND AND AGREE to the above conditions and policies and further understand that failure to comply with any of the rules and regulations may result in the student being dropped from the program.

Home School Administrator	School Supervisor
Student	Parent/Guardian

Date

CERTIFICATE OF SKILL PROFICIENCY

This is to certify that _____ has successfully completed
(CVE Graduate)

_____ hours of individualized CONTRACT VOCATIONAL EDUCATION training in

_____ under the direction of
(Area of Training)

_____, _____,
(CVE Instructor/Businessperson) (Title)

_____ and that
(Business/Training Site)

_____ has been certified as proficient in the following
(CVE Graduate)

areas of skill:

Areas of Skill	Acceptable Level of Skill Proficiency		Advanced Level of Skill Proficiency		Total Mastery of Skill	
	50	60	70	80	90	100

_____
(CVE Instructor/Businessperson)

_____ _____
(Superintendent of Schools) (Training Site Supervisor)

_____ School District _____ School District

PARTICIPANT FAMILY INCOME LEVELS FOR DETERMINING JTPA ELIGIBILITY

In order to qualify for JTPA participation, 90% of the applicants must not exceed the family income level for either OMB Poverty Level or 70% of the Lower Living Standard Income Level, whichever is greater:

Family Size	OMB Poverty Level	70% of LLSIL (non-metro)
1	$ 4,860	$ 3,740
2	6,540	6,130
3	8,220	8,420
4	9,900	10,400
5	11,580	12,270
6	13,260	14,350
7	14,940	16,430
8	16,620	18,510

Example: In order to be eligible for JTPA funding, the annual family income for a student in a family of four could not exceed $10,400.

Appendix 7

SKILL COMPETENCY ASSESSMENT FORM

Contract Vocational Education Program

_____ (Semester) _____ (School District)

I HAVE REVIEWED THE SKILL COMPETENCIES OF _____ (CVE Student) AND HAVE FOUND HER/HIM TO HAVE ATTAINED THE FOLLOWING LEVEL OF PROFICIENCY IN EACH:

Areas of Competency As Listed in Training Contract	Level of Proficiency/Knowledge Attained										
	Unacceptable Level of Skill Proficiency		Basic Knowledge of Skill			Acceptable Level of Skill Proficiency		Advanced Level of Skill Proficiency		Total Mastery of Skill	
	0	10	20	30	40	50	60	70	80	90	100

GENERAL EMPLOYABILITY SKILLS EVALUATION SHEET

Date _____ Quarter _____

Student trainee's name _____ Firm or business name _____

To the Instructor: This form is very important to the student-learner and is used to determine any deficiencies in employability skills. Thank you for your interest and assistance.

Directions: Please complete the circle around the corresponding number:

1. ATTENDANCE
   - Very regular (5)
   - Regular (4)
   - Adequate (3)
   - Satisfactory (2)
   - Unsatisfactory (1)

   COMMENTS:

2. PERSONAL APPEARANCE & NEATNESS
   - Well-groomed (5)
   - Neat (4)
   - Average (3)
   - Careless (2)
   - Sloppy (1)

3. ATTITUDE TOWARD OCCUPATION
   - Enthusiastic (5)
   - Interested (4)
   - Average (3)
   - Indifferent (2)
   - Not Interested (1)

4. INSTRUCTOR-TRAINEE RELATIONS
   - Exceptional (5)
   - Good (4)
   - Average (3)
   - Poor (2)
   - Troublesome (1)

5. LEARNING SPEED
   - Very rapid (5)
   - Rapid (4)
   - Average (3)
   - Slow (2)
   - Very slow (1)

6. INITIATIVE
   - Highly industrious (5)
   - Industrious (4)
   - Adequate (3)
   - Indifferent (2)
   - Lazy (1)

7. RELIABILITY

Very dependable	(5)
Dependable	(4)
Satisfactory	(3)
Irregular	(2)
Unreliable	(1)

8. SELF-CONFIDENCE

Excellent	(5)
Good	(4)
Average	(3)
Poor	(2)
Timid	(1)

9. RATE AT WHICH TASKS ARE CARRIED OUT

Very rapid	(5)
Rapid	(4)
Average	(3)
Slow	(2)
Very slow	(1)

10. WILLINGNESS TO FOLLOW DIRECTIONS

Very dependable	(5)
Dependable	(4)
Satisfactory	(3)
Irregular	(2)
Unreliable	(1)

11. PERFORMANCE OF UNINTERESTING OR UNDESIRABLE TASKS

Very industrious	(5)
Industrious	(4)
Steady	(3)
Indifferent	(2)
Lazy	(1)

12. SAFETY CONSCIOUSNESS

Very alert	(5)
Alert	(4)
Adequate	(3)
Careless	(2)
Indifferent	(1)

13. CARE OF EQUIPMENT

Exceptional	(5)
Good	(4)
Average	(3)
Poor	(2)
Abuses equipment	(1)

14. MAINTENANCE OF TRAINING AREA

Very clean	(5)
Clean	(4)
Satisfactory	(3)
Careless	(2)
Messy	(1)

_____

_____ _____, 19
(Student) (Month)

CVE ATTENDANCE RECORD

(Please keep in participant file)

Instructions: Please circle all days present and write in the number of hours; put an "X" through all days absent.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

16	17	18	19	20	21	22	23	24	25	26	27	28

29	30	31

_____ _____
(Student Signature) (Businessperson/Instructor Signature)

SURVEY OF AVAILABLE OCCUPATIONAL TRAINING PROGRAMS
AND
COMMUNITY VIABILITY AS A TRAINING RESOURCE

Note: The following information can be completed by the school superintendent or other person knowledgeable about school and community.

1. What in-school occupational training programs does your school provide for students?
   1 _____
   2 _____
   3 _____
   4 _____
   5 _____

2. Does your school maintain an affiliation with an Area Vocational or other trade school?

   _____ Yes _____ No

   If yes. how many students did you send last year? _____

3. Were there more students wishing occupational training than for which the school was able to provide occupational training opportunities?

   _____ Yes _____ No

   If yes. what was the inhibiting factor?

   ___ lack of school funds for tuition
   ___ number of "slots" allotted to Vocational or Trade School
   ___ lack of training opportunities
   ___ other _____

4. If affiliated with a Vocational or Trade school. what is the distance (one-way) to the school?
   _____ miles

5. Does your school operate a Cooperative Occupational Education Program or similiar "work experience" program?
   _____ Yes _____ No

6. Which of the following businesses do you have in your community?

___ Florist	___ Airport	___ Carpenter	___ Motel
___ Hospital	___ Lawyer	___ Electrician	___ Newspaper
___ Doctor	___ Lumber Yard	___ Plumber	___ Hardware
___ Dentist	___ Saw Mill	___ Welder	___ Bank
___ Grocery	___ Service Station	___ Car dealer	___ Day Care

8. In addition to those checked above, name several other businesses in your community:

1 _____	6 _____
2 _____	7 _____
3 _____	8 _____
4 _____	9 _____
5 _____	10 _____

9. What was your town population in 1970?_____ In 1980?_____

10. To what extent does the community show visible support for the school? _____

_____

_____

11. What percent of your graduating seniors enrolled in college last year?_____%

What percent of your graduating seniors enrolled in post-secondary trade schools last year? _____ %

12. What was your 11th grade enrollment last year? _____

What was your 12th grade enrollment last year? _____

Grade _____ Name _____

STUDENT NEEDS ASSESSMENT

Show how important each need is to you by checking the column which shows how you feel.

As a student I need assistance in:	little	some	much	great
1. developing confidence				
2. understanding myself as a person				
3. making and getting along with friends				
4. dealing with personal problems				
5. getting along with my parents				
6. getting along with the opposite sex				
7. identifying my interests				
8. understanding how my being a man or a women may influence my career choice				
9. understanding the changing roles and expectations of men and women				
10. understanding my values and the values of others				
11. realizing how people important to me influence my career choice				
12. understanding how the things that are important to me affect my career choice				
13. making decisions				
14. knowing what may happen because of a decision				
15. taking responsibility for my decisions				
16. being able to work well with others				
17. choosing a vocational school to attend after high school				
18. choosing a college to attend after high school				
19. learning about financing further training or education				

As a student I need assistance in:	little	some	much	great
20. planning and choosing course selections in high school				
21. knowing how the courses I am taking relate to my career plans				
22. knowing how to prepare for careers in which I am interested				
23. developing a plan for job preparation and personal growth				
24. learning more about possible job opportunities				
25. understanding my abilities and aptitudes				
26. doing some in-depth exploration of materials about jobs which relate to my interests and abilities				
27. getting to talk with people employed in an occupation which is interesting to me				
28. understanding the various educational alternatives and how they relate to me				
29. knowing what it is like to be employed				
30. getting actual on-the-job training in an occupation in which I am interested				
31. developing a skill that will help me earn money				
32. knowing how to interview and complete an application for a job				
33. knowing where to start looking for a job				
34. finding a part-time job while in school				
35. finding a job after graduation				
36. other:				

Appendix 12

EMPLOYABILITY DEVELOPMENT PLAN OF:

_____

GOAL PLANNING COMPONENTS:

Student's Occupational Goals:

Immediate _____

Ultimate _____

Alternate _____

Student's Educational Goals:

Immediate _____

Ultimate _____

Alternate _____

FACTORS AND BARRIERS RELATED TO GOALS		PLAN OF ACTION TO ACHIEVE GOALS
Education:	→	Education Plans:
		When?
Employability:	→	Employability Plans:
		When?
Job Experience and Skill Level:	→	Job Experience/Skill Development
		When?

PLAN FOR TRANSITION FROM SCHOOL TO WORK:

OCCUPATIONAL TRAINING PLAN:

Possible CVE Training Sites:
1. _____
2. _____
3. _____

Enrolled in CVE for___ Sem. 19__:

CVE instructor:_____
Training Site:_____
Training Occupation:_____
Phone number:_____

JOB DEVELOPMENT PLAN:

Possible employment sites:
1._____
2._____
3._____

ACCOMPLISHMENTS

Education Accomolishments:

Date:_____

Employability Accomplishments:

Date:_____

Job Experience/Skill Level Accomolishments:

Date:_____

Employment Accomolishments:

Occupation:	Where employed:	Date:

Plan Review Dates:	By:	Plan Review Dates:	By: